



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # SAS #

2019-2021 Grown Your Own Grant Program, Cycle 2

Page 1 of 10

701-18-106-028

Application stamp - Date and time

RECEIVED
TEXAS EDUCATION AGENCY
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION
NOV 12 PM 3:48

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Increase number of qualified teachers applying for district teaching positions	Creates a systematic program that promotes the education profession. There has been great interest and the school will be adding an additional teacher in the program. One that is offering Dual Credit and one that will be teaching the foundational course.
Increase number of Hispanic applicants for district teaching positions	The program encourages diversity by allowing low socioeconomic Hispanic students to have a gateway into college and into the teaching profession. The Cycle 2 grant will allow an additional teacher to be added to the program which has many interested students. The district pays part of the costs of dual credit by reimbursing costs upon completion.
Increase qualified teachers in high needs area of instruction - Science	Create a platform for a teacher candidate to earn certification in Science through the ESC 4 program - Alternative Certification Program. It also creates a platform for an employee to pursue her bachelor's degree and certification.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1 - By the end of May 2020, OISD will increase enrollment in the FCCLA organization from 10 students to 20 while also increasing students enrolled in the Education Crosswalk from 8 students to 20 students.

Pathway 2 - By the end of 2021, the campus will employ 2 certified teachers, one in Science and one in Special Education.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1 - 2 teachers will be teaching in the education and training courses, on teaching Dual Credit and the other teaching the foundation course with a total of 20 students enrolled.

Pathway 2 - 1 individual with a Bachelor's degree will be enrolled in the alternative certification program by August 2019 and another individual enrolled in a bachelor's degree program by August 2019.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Pathway 1 - 20 students will be enrolled in the education and training program, 8 taking Dual Credit and 12 taking the Foundation course in September 2019.

Pathway 2 - By December 2019, one teacher will be enrolled and registered for the SBEC Science test, while second teacher is enrolled and earning credit towards bachelor's degree.

Third-Quarter Benchmark

Pathway 1 - 8 Students successfully complete a dual credit course and 12 others earn high school credit in the foundation course by May 2020.

Pathway 2 - 1 Teacher is fully certified to teach secondary science and another teacher is continuing education courses to earn bachelor's degree in education by May 2021.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

At each benchmark, the data will be compared to the actual enrollment and progress toward goal. Adjustments will be made using this data. If there are not 20 students enrolled by August 20, there will be a 2 week recruiting period. If teachers have not enrolled in the program, the monies will be used to support another individual. If at the end of the 2nd benchmark, students have not completed the foundational classes, they will be repeated in the fall.

The individual that will be teaching the Dual Credit courses presently holds a Doctorate in Education and qualifies to teach the dual credit courses. Also this individual is an employee of the district.

The individual that will be teaching the foundational course is currently employed in the district and is teaching the course presently while she works on her Masters Degree. The individual is tied to the school and has agreed to continue with the district for three years although her family is engrained in the community. Her mother lives and works at the school also.

The individual that is enrolling the alternative program will be recruited from the community. The administration will seek an individual that mirrors the student population and will commit to stay with the district for three years.

The individual that is enrolling the bachelor's degree program earning a special education certification/degree is presently employed with the district and is truly a part of the community. She was raised in the community, graduating for OISD and her daughter lives in O'Donnell and her granddaughter attends the school.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be

- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.

- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.

- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.

Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and

- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

In August 2018, OISD began the education and training courses and enrolled 8 students. This program has developed and has great interest by the students. At present, the students are all interested in taking the Dual Credit course beginning next year. There are other individuals that have requested to enter the program. This grant cycle will expand the program. The students are enrolled in the classes and are active members in FCCLA. OISD employs an individual with a Doctorate of Education and she will teach the dual credit course while the individual earning the Masters continues to teach the foundation course for 2019-2020. There will be two courses that school year and then three courses the following school year, 2020-2021.

These course with the PEIMS number will be the secondary course provided to the students.

- * Principals of Education and Training 13014200 - 9th and 10th grade year
- * Human Growth and Development 13014300 - 10th and 11th Grade Year
- * Instructional Practices 13014400 - 11th and 12th Grade Year
- * Practicum in Education and Training 13014500 - 11th and 12th Grade Year
- * Extended Practicum in Education and Training 13014505 12th Grade Year

The program OISD will be implementing will require the following courses which have already been approved by South Plains College:

- * Child Development CDED 1321: The Infant and Toddler
- * Child Guidance CDEC 1319 Child Guidance
- * Instructional Practices in Education and Training CDEC 1311: Educating Young Children and CDEC 1303: Families, School and the Community
- * Practicum in Education and Training: CDEC 1167: Practicum - Child Care Provider/Assistant

During the Practicum the students will work with teachers at OISD.

Teaching is a high demand job in our area - ranking number 5 from the list of the local regional workforce data.

OISD is utilizing these grant opportunities to develop a systematic, ongoing program that develops teachers from within its system. Students in school are seeing the profession as a positive one for their futures and community members are seeing opportunities to fulfill lifelong goals that will allow them to remain and contribute to the community in which they have grown up in and continue to live.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

O'Donnell ISD is a small rural community that serves 75% Hispanic population and 80% economic disadvantaged student body. Recruitment of qualified staff is difficult but there are individuals that serve as paraprofessionals that wish to become fully certified teachers presently employed with the district. Grant funds will be utilized for an individual presently employed with the district to earn a bachelor's degree. The other individual will be recruited from the area and will be asked to earn the science certification. These two individuals mirror/will mirror the student population, being Hispanic and having ties to the community. There is one candidate that presently works at the district that will need to earn a bachelor's degrees and the other will be an individual that will be recruited into the district. The individual that is presently employed with the district has been employed for 7 years and will remain in the community because of familial ties. Both candidates will be asked of their interest and are presently committed to earning the required backgrounds using the funds. The individuals will be expected to be a part of the school activities and one currently is on campus daily and actively helps and supports special education students. These individuals will receive yearly appraisals based on their present assignment and have earned high marks and come highly recommended by their supervisors. Both candidates will agree to sign a 3-year MOU but as stated previously, they are tied to the community. Below is a description of each individual.

1. Science Teacher – An individual will be recruited from the community that holds a bachelors degree and will need to go through an alternative certification program. The individual will mirror the student population, being Hispanic and having ties to the community. This individuals will be interviewed by the administration team with one parent and a student prior to selection.
2. Instructional Aide – This individual has earned 60 hours at a community college and will enroll in an online program to finish a bachelor's degree in education. She currently serves our Special Education students as an instructional aide and plans to earn a Special Education certification. She is Hispanic and has ties in the community. Her parents and children both reside in the community. She has been employed in the district for 7 years. She has received high marks on her appraisals each year.

The monies from this grant award will provide these individuals and the school to have a long lasting partnership with individuals tied to the community. Special Education and Science are two areas of high need and these individuals are committed to earning degrees/certifications in this area. These individuals will be supported by the district with flexibility in scheduling as needed and will have access to resources to ensure their successful completion.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
Total Request for Pathway 1			22,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	1	X \$5,500 =	5,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	1	X \$11,000 =	11,000
Request for Pathway 2			16,500
Request for Pathway 1			22,500
Total Combined Request for Pathways 1 & 2			39,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Teacher Stipend with M.Ed. teaching dual credit	11,000
Teacher Stipend not dual credit	5,500
Individual Earning Certification	5,500
Individual Earning Bachelor's Degree	11,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Contracted Services	1,000

SUPPLIES AND MATERIALS (6300)

Supplies and Materials	4,000

OTHER OPERATING COSTS (6400)

Other Operating Expenses	1,000

Total Direct Costs 39,000

Should match amount of Total Request from page 8 of this application

Indirect Costs

0

TOTAL AMOUNT REQUESTED

39,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

2

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- € This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- € The plan must include strategies to increase enrollment in each course each year.
- € The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

When the grant became available, the Superintendent sent out an email to the entire staff asking for interested parties. She received 6 emails indicating they were interested. There was only one that was qualified to teach the Dual Credit courses. The other course is presently being taught by an individual that is earning her Master's in Education.

Both teachers have taught for 20 plus years and have demonstrated success in achieve gains in student achievement. Also, both are tied to the community and surrounding area. One of the teachers grew up and graduated from O'Donnell and the other has been employed for 9 years with the district. This teacher is a teacher leader at the elementary school and is an instructional coach. The teacher that holds the Doctorate is a leader in the school and serves as a driver to school improvement. Both individuals have successfully lead teachers to success.

Since beginning the program last year, the student body has been greatly interested in it. Many asking to enter the program so a list has started and as present, we have 20 students wishing to begin the program. The 8 students that are presently enrolled in the foundation courses are all wanting to take the dual credit course next year.

The Memorandum of Understanding will be for three years and both individuals have agreed to stay with the district for that period of time.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- € The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- € The plan must include marketing and recruitment strategies to increase student interest and persistence.
- € The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Since we are a small school, we have opportunity to speak with our students often about their future careers. We joined TAKFE last year and have a well-established FCCLA. We began speaking to the elementary students and we have had students seek out the classes since its establishment this year. In the 4th and 5th grade, the profession will be explored in career extensions. In Junior high, students will have the opportunity to explore the profession in the career exploration course. In the 8th grade students and parents attend a meeting exploring all options in the high school experience and this program is presented. It will be emphasized that it will be a dual credit course and the school will reimburse parents upon successful completion. The teachers will be involved at each step and development of the program. The program is to highlight the positive influence students can have on others and the opportunities this profession gives an individual.

Our Student population is 75 percent economically disadvantaged and 80 percent Hispanic; however, our teaching staff is predominately white and female. With the program, we plan to encourage more Hispanic and male students to enter the profession. The majority of our students will be the first generation in their family to attend college and this program will offer them a program of study that their parents can embrace. The program will be offered to all students no matter their performance on the state testing. They will however have to successfully pass the TSI to take the courses as dual credit.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- € The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- € The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- € All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

O'Donnell ISD currently has a partnership with South Plains College. South Plains currently offers dual credit classes to our students. This year, 24 students are enrolled in a total of 125 college credit hours, this has continued to grow over the recent years. OISD reimburses students for classes that are successfully completed at the end of each semester. At times, students cannot pay the upfront fee, so the district allows them to set up a payment plan. It is the philosophy that any student can take Dual Credit and the cost should not restrict that enrollment. The individual that will be teaching the Dual credit class currently hold a doctor of education and qualifies to teach the courses as dual credit. The other teacher is currently enrolled in a Master of Education program at WTU. These grant monies will expand the program, allowing a scaffolding of the courses, which will continue the next year and for many years.

Timeline

2018-2019 – First year of implementation – Foundation Course

2019-2020 – Dual Credit Course and Foundational Course is offered...2 separate courses

2020-2021 – 2 Dual Credit Courses and a Foundational Course is offered...3 separate courses

This implementation will continue the following year.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

2

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- € The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- € The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

The Science teacher candidate will be employed with an alternate certification during the 2019-2020 school year while they earn their certification through Region 4 alternative certification program. They will be supported with a mentor during the year and there will be ongoing support systems within the district. The individual will meet the requirements outlined in the Texas Teach Program and will be appraised by them as well as by the principal in the high school.

The Special Education teacher will be allowed flexibility to take online courses during the school year while they earn their bachelor's degree. They will be allowed time during the day as well as have allowances of days they need to be on the campus to complete requirements. They will be supported by the staff at the school and will have resources available to them that will support their educational experience.